



School Development 2025-26

Key Priorities

The over-arching whole-school priorities for 2025-26 are outlined below. This is a working document, which starts in August/September with broad outlines of intended action and is regularly reviewed, with detailed actions and outcomes added. Alongside this, each subject in the curriculum has its own action or development plan. These can be found on the relevant subject page on our website.



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1) To raise Attendance overall, with particular emphasis on the Early Years and children of non-statutory school age.

2) To raise the standards of published written outcomes

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3) To improve outcomes in Writing with regard to children's understanding of sentence and grammatical structures

4) To further embed adaptive teaching pedagogy into every teaching and learning space.



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Priority 1: To improve attendance in the Early Years

Rationale:

Analysis of attendance data shows that attendance in the Early Years Foundation Stage (Nursery and Reception) is consistently below both the school average for other year groups and national expectations. Poor attendance at this crucial stage of education has a long-term impact on children's learning, development, and engagement. Ensuring strong attendance habits from the outset is essential for securing future academic and social outcomes.

Key Actions:

- Analyse current attendance patterns in Nursery and Reception.
- Establish a clear system for identifying and following up on low attendance, with tailored support plans for families.
- Develop a parent engagement strategy, including welcome meetings, regular communication, and attendance workshops.
- Celebrate and reward good attendance in age-appropriate ways.
- Work with external agencies where persistent absence becomes a concern.



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Success Criteria:

- Overall Early Years attendance improves to at least 95%.
- Reduction in the number of pupils identified as persistent absentees.
- Improved parental awareness and understanding of the importance of attendance.

Monitoring and Evaluation:

- Weekly monitoring by attendance officer.
- Half-termly reporting to SLT and governors.
- Parent feedback surveys to assess engagement impact.

Timescale / Lead Responsibility:

- Ongoing from September 2025.
 - Early Years Lead, Attendance Officer, and SLT.
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Priority 2: To improve the presentation and quality of published written outcomes

Rationale:

Quality assurance of books and displays suggests a drop in both the frequency and the standard of children's published writing. Additionally, published outcomes have increasingly lost connection to purposeful writing experiences, such as those linked to social action, audience, or impact. There is a need to re-establish high expectations and ensure that pupils take pride in producing writing that has meaning and value beyond the classroom.

Key Actions:

- Review and clarify whole-school expectations for presentation and handwriting.
- Introduce consistent guidance for writing across all curriculum subjects (not just English).
- Provide CPD on high-quality modelling, drafting, editing, and publishing processes.
- Use working walls and celebration spaces to showcase high-quality writing.
- Monitor books termly to ensure consistency and celebrate progress.

Success Criteria:

- All classes meet agreed standards for published writing.
- Clear improvement in pride, layout, and legibility of written outcomes across the school.
- Pupils can articulate what good presentation looks like and why it matters.



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Monitoring and Evaluation:

- Book looks and learning walks termly.
- SLT and Subject Leader feedback shared with staff and pupils.
- Pupil voice to assess impact.

Timescale / Lead Responsibility:

- Expectations shared in Autumn 1, fully embedded by Summer 2026.
 - English Lead, SLT, and Class Teachers.
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Priority 3: To take actions to improve children's writing with particular regard to sentence structure

Rationale:

Quality assurance of pupils' independent or free writing shows that many children are not habitually applying expected sentence-level knowledge and skills. Errors in sentence boundaries, structure, and grammar are common, even when pupils have been taught the relevant content. There is a need to embed daily, explicit, and progressive teaching of sentence construction to ensure automaticity and fluency in writing.

Key Actions:

- Audit current approaches to teaching sentence structure and identify gaps.
- Implement a progression map for sentence construction from EYFS to Year 6.
- Embed daily sentence-level activities (e.g., sentence combining, expansion, and punctuation tasks).
- Provide targeted support and intervention for pupils struggling with basic sentence formation.
- Use high-quality texts to model varied and effective sentence structures.

Success Criteria:

- Children demonstrate a broader and more accurate use of sentence types.
- Improvement in sentence fluency, punctuation, and structure in independent writing.
- Increased teacher confidence in explicitly teaching sentence-level skills.



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Monitoring and Evaluation:

- English Lead to conduct half-termly book scrutiny and lesson observations.
- Writing moderation across phases termly.
- Pupil progress data reviewed each term.

Timescale / Lead Responsibility:

- Full implementation from Autumn 2025.
 - English Lead, SENCO (for targeted support), SLT.
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Priority 4: To further embed adaptive teaching into each and every teaching and learning space

Rationale:

Lesson observations and other forms of quality assurance indicate that while there is evidence of strong adaptive teaching practice in parts of the school, this is not yet consistently embedded across all classrooms. In some lessons, pupils' needs are not being effectively met through differentiation, scaffolding, or responsive instruction. Embedding adaptive teaching as a non-negotiable element of lesson design and delivery is key to ensuring all children make good progress.

Key Actions:

- Provide ongoing CPD on adaptive teaching strategies, differentiation, and scaffolding.
- Promote the use of formative assessment to inform in-the-moment adaptations.
- Develop a resource bank of inclusive teaching tools and strategies for all staff.
- Monitor classroom practice with a focus on inclusivity and responsiveness.
- Embed discussions about adaptive teaching into planning and phase meetings.

Success Criteria:

- Lessons consistently show a range of strategies used to support all learners.
- Teachers demonstrate increased confidence and flexibility in adapting their approach.
- Narrowing of attainment gaps for vulnerable or disadvantaged groups.



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Monitoring and Evaluation:

- Learning walks with a focus on inclusivity and adaptability.
- Lesson observations with developmental feedback.
- Pupil progress meetings to assess impact of adaptive teaching.

Timescale / Lead Responsibility:

- CPD from Autumn 1 2025; embedded by Summer 2026.
- Inclusion Lead, Teaching and Learning Lead, SLT.